Student Name:	Date of Birth:	SAIS Number:

LEVEL I, FORM 2-L/S LISTENING/SPEAKING

STANDARDS STATUS REPORT FUNCTIONAL AND READINESS LEVELS

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks as noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by telling, drawing, printing, using computer, Brailler, or printed word. Use this form as a guide to enter the data in the web-based alternate assessment data entry system.

STANDARD 3: LISTENING AND SPEAKING

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

FUNCTIONAL (Ages 3-21)

Within the functional contexts of home, school, work, and community environments, and using a variety of receptive (e.g., tangible objects, photographs, pictures, line drawings, symbols, speech) and expressive (e.g., gesture, pointing, sign, assistive technology, augmentative communication device, speech, drawing) communication modes, students know and are able to do the following:

STANDARD 3: LISTENING AND SPEAKING	Comments	Emergent	Supported	Functional	Independent
		See AST	See AST	See AST	See AST
FUNCTIONAL (Ages 3-21)		Score 1-3	Score 1-3 Score 4-6		Score 11
LS-FS1. Associate meaningful real-life experiences					
with symbolic language.					
PO 1. Localize sounds or other stimuli in a		P B R	P B R	P B R	P B R
communicative context.		1 1 1	4 4 4	7 7 7	11 11 11
		2 2 2	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
				10 10 10	

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STANDARD 3: LISTENING AND SPEAKING			Comments	En	ierge	ent	Sup	por	ted	Fun	ction	al	Inde	epen	dent
PO 2. Locate objects out of view (object permanence)(e.g., reach for crayons in desk, go to refrigerator for items needed to make a recipe, in response to a question "Where isyour lunch?" indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight). PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/turns head; see or touch shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon. PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. PO 5. PO 5.	STAND	ARD 3: LISTENING AND SPEAKING													
Po 2. Locate objects out of view (object permanence)(e.g., reach for crayons in desk, go to refrigerator for items needed to make a recipe, in response to a question "Where isyour lunch?" indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight). PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/turns head; see or touch shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon. PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. PO 6. PO 7. PO 8. PO 8. PO 9.	FUNCT	TIONAL (Ages 3-21) LS-FS1 continued		See	See AST		See	AS	Γ	See		See AST			
PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/turns head; see or feel spoon/moves mouth towards spoon. PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. Identify familiar objects and pictures Identify familiar objects of the picture of the property Identify familiar objects Ide				Sco	ore 1	-3	Sco	re 4	-6	Score 7-10			Score 11		
to refrigerator for items needed to make a recipe, in response to a question "Where isyour lunch?" indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight). PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/turns head; see or touch shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon. PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. Communicate anticipation of consistent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). Communicate anticipation of consistent activities and familiar people in daily routines (e.g., carpet square-circle time songs, bells-lunch, recess). P B R P B	PO 2.	Locate objects out of view (object		P	В	R	P	В	R	P	В	R	P	В	R
to refrigerator for items needed to make a recipe, in response to a question "Where isyour lunch?" indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight). PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/turns head; see or touch shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon. PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. Communicate anticipation of consistent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). Communicate anticipation of consistent activities and familiar people in daily routines (e.g., carpet square-circle time songs, bells-lunch, recess). P B R P B		permanence)(e.g., reach for crayons in desk, go		1	1	1	4	4	4	7	7	7	11	11	11
recipe, in response to a question "Where isyour lunch?" indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight). PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/turns head; see or touch shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon. PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. 3				2			5	5	5	8	8	8			
Lunch?" indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight). PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/turns head; see or touch shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon. PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. PO 5. PO 5. Identify familiar objects and pictures. PO 5. PO						3									
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(e.g., door opens/turns head; see or touch shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon. PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. P B R P B		•		1	1	1	4	4	4	7	7	7	11	11	11
Shirt/extends arms/turns head; see or feel spoon/moves mouth towards spoon.				2	2							8			
PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). P B R				3	3	3									
PO 4. Associate cues, objects, pictures, and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). P B R P B R P B R 11 11 11 11 11 11 11 11 11 11 11 11 1		· · · · · · · · · · · · · · · · · · ·										10			
their meaning as symbols to represent activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B R P P B	PO 4.	Associate cues, objects, pictures, and		P	В	R	P	В	R				P	В	R
activities in schedule/routine (e.g., carpet square-circle time songs, bells-lunch, recess). PO 5. Identify familiar objects and pictures. P B R P P B R P P B				1	1								11	11	11
square-circle time songs, bells-lunch, recess). 3 3 3 3 3 6 6 6 9 9 9 9 9 9 9 9 9 9 9 10				2	2										
recess). PO 5. Identify familiar objects and pictures. P B R P B R P B R P B R P B R 11 11 11 11 11 11 11 11 11 11 11 11 1						3									
PO 5. Identify familiar objects and pictures. PBRPBRPBRPBR PBR 11 11 11 11 11 11 11 11 11 11 11 11 11		•						ŭ	Ü						
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	PO 5.	,		P	В	R	P	В	R				P	В	R
2 2 2 5 5 5 8 8 8		-actionly running oxygetts and process		1										_	
				2	_										
				$\frac{1}{3}$	3	3	6	6	6	9	9	9			
						v		Ū	Ū						
PO 6. Associate objects with their functions. P B R P B R P B R P B R	PO 6	Associate objects with their functions		P	R	R	P	R	R	_			P	R	R
1 0 0. Tissoeitate objects with their functions. 1 1 1 1 4 4 4 4 7 7 7 7 11 11 11	- 0 0.	120001445 Sojoob Will Hell Tollowood.		1										_	
				$\frac{1}{2}$								-	••	4.1	
$\begin{bmatrix} 2 & 2 & 2 & 3 & 3 & 3 & 6 & 6 & 6 & 9 & 9 & 9 \end{bmatrix}$						3									
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Student: Date of Birth: SAIS Number:	Student:	Date of Birth:	SAIS Number:
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STANDARD 3: LISTENING AND SPEAKING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		SeeAST	See AST	See AST	See AST
		Score 1-3	Score 4-6	Score 7-10	Score 11
LS-FS2. Follow simple directions.					
PO 1. Respond to simple 1-step directions		P B R	P B R	P B R	P B R
(e.g., show recognition of name; "Come		1 1 1	4 4 4	7 7 7	11 11 11
here, please"; "Look"; "Line up"; inhibits		$\begin{bmatrix} 2 & 2 & 2 \\ 3 & 3 & 3 \end{bmatrix}$	5 5 5	8 8 8	
to"no").		3 3 3	6 6 6	9 9 9	
				10 10 10	
PO 2. Demonstrate understanding of 4-10		P B R	P B R	P B R	P B R
prepositions, (e.g., in/out, on/off, up/down)		1 1 1	4 4 4	7 7 7	11 11 11
using objects and/or self within natural		2 2 2	5 5 5	8 8 8	
context.		3 3 3	6 6 6	9 9 9	
				10 10 10	
PO 3. Follow 2-step related directions (e.g.,		P B R	P B R	P B R	P B R
"Go to the door and open it," "Pick up your		1 1 1	4 4 4	7 7 7	11 11 11
clothing and put it in the hamper").		2 2 2	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
				10 10 10	
PO 4. Carry out 2 unrelated directions (e.g.,		P B R	P B R	P B R	P B R
"Sit down and read a book"; "Go to the		1 1 1	4 4 4	7 7 7	11 11 11
office and pick up the mail").		2 2 2	5 5 5	8 8 8	
• •		3 3 3	6 6 6	9 9 9	
				10 10 10	
LS-FS3. Communicate a personal experience in a					
logical sequence using gestures, pictures, drawings, or	r				
spoken words.					
PO 1. Describe personal experiences.		P B R	P B R	P B R	P B R
_		1 1 1	4 4 4	7 7 7	11 11 11
		2 2 2	5 5 5	8 8 8	
		3 3 3	6 6 6	9 9 9	
				10 10 10	

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STANDARD 3: LISTENING AND SPEAKING	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21) LS-FS3 continued		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
PO 2. Relate events or personal experiences sequentially.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
LS-FS4. Use effective basic language structure and form.		1			
PO 1. Imitate strings of words and gestures.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Receptively understand a predetermined number of words.* *IEP team specifies number.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Functionally express a predetermined number of words.* *IEP team specifies number.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 4. Communicate using 2-5 words together.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

Student:	Date of Birth:	SAIS Number:

STANDARD	3: LISTENING AND SPEAKING	Comments	Er	nerg	gent	Sup	port	ted	Fun	ction	nal	Inde	epen	dent
FUNCTION	AL (Ages 3-21) LS-FS4 continued		Se	e AS	ST	See	AST	Γ	See	AST		See	AST	•
			Score 1-3			Sco	re 4-	·6	Sco	re 7-	10	Score 11		
PO 5. Use	e simple sentences.		P	В	R	P	В	R	P	В	R	P	В	R
			1	1	1	4	4	4	7	7	7	11	11	11
			2	2	2	5	5	5	8	8	8			
			3	3	3	6	6	6	9	9	9			
									10	10	10			
LS-FS5. Sh	are ideas, information, opinions													
(preferences/	/interests), and questions.													
PO 1. In	dicate needs, wants, pleasure, and		P	В	R	P	В	R	P	В	R	P	В	R
di	spleasure through non-symbolic/pre-		1	1	1	4	4	4	7	7	7	11	11	11
lin	nguistic communicative behaviors (e.g.,		2	2	2	5	5	5	8	8	8			
cr	ies, laughs, vocalizations, movements,		3	3	3	6	6	6	9	9	9			
to	uches, and gaze).								10	10	10			
PO 2. In	itiate intentional communicative		P	В	R	P	В	R	P	В	R	P	В	R
be	chavior to gain attention; protest; make		1	1	1	4	4	4	7	7	7	11	11	11
ch	oices; indicate wants; start, continue,		2	2	2	5	5	5	8	8	8			
re	start, or end activity (e.g., touches adult		3	3	3	6	6	6	9	9	9			
to	indicate "more"; places adult hand on								10	10	10			
	esired object; pushes object away;													
cr	ying).													
PO 3. In	dicate wants for activities, items, or		P	В	R	P	В	R	P	В	R	P	В	R
pe	eople that cannot be seen nor heard (e.g.,		1	1	1	4	4	4	7	7	7	11	11	11
co	okies in the cupboard).		2	2	2	5	5	5	8	8	8			
	• ,		3	3	3	6	6	6	9	9	9			
									10	10	10			
PO 4. Re	espond to and respond with "yes" and		P	В	R	P	В	R	P	В	R	P	В	R
	no" (e.g., yes/no card, sign, shaking one's		1	1	1	4	4	4	7	7	7	11	11	11
	ead yes/no).		2	2	2	5	5	5	8	8	8			
	•		3	3	3	6	6	6	9	9	9			
									10	10	10			

Student: Date of Birth: SAIS Number:	
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STAND	ARD 3: LISTENING AND SPEAKING	Comments	Eme	rgent	Sup	port	ed	Fun	ction	al	Inde	peno	dent
FUNCT	IONAL (Ages 3-21) LS-FS5 continued		See A	AST	See .	AST		See	AST		See A	AST	
			Scor	e 1-3	Scor	e 4-0	6	Sco	re 7-1	10	Scor	e 11	
PO 5.	Communicate physical and emotional needs		PE	3 R	P	В	R	P	В	R	P	В	R
	in response to questions (e.g., "What's the		1 1	1	4	4	4	7	7	7	11	11	11
	matter?" "What do you want to do?" "What		2 2	2	5	5	5	8	8	8			
	do you want to eat?").		3 3	3	6	6	6	9	9	9			
								10	10	10			
PO 6.	Ask for assistance (e.g., bathroom, position		PE	3 R	P	В	R	P	В	R	P	В	R
	change, buttons, directions for turning on		1 1		4	4	4	7	7	7	11	11	11
	computer, using a tool, preparing a meal).		2 2		5	5	5	8	8	8			
			3 3	3	6	6	6	9	9	9			
								10	10	10			
PO 7.	Make comments appropriate to the activity		P	B R	P	В	R	P	В	R			R
	(e.g., "Look at my picture"; look with		1	1 1	4	4	4	7	7	7	11	11	11
	interest at object, touch/comment on object).		2	2 2	5	5	5	8	8	8			
			3	3 3	6	6	6	9	9	9			
								10	10	10			
PO 8.	Communicate intended actions (e.g., "I'm			B R	P	В	R	P	В	R			R
	leaving"; "I'm playing over there"; "I'm		1	1 1	4	4	4	7	7	7	11	11	11
	going on break").		2	2 2	5	5	5	8	8	8			
			3	3 3	6	6	6	9	9	9			
								10	10	10			
PO 9.	Initiate and respond to at least three		P	B R	P	В	R	P	В	R			R
	different interrogative questions (e.g.,		1	1 1	4	4	4	7	7	7	11	11	11
	"why," "how," "who," "what," "where,"		2	2 2	5	5	5	8	8	8			
	and "when").		3	3 3	6	6	6	9	9	9			
								10	10	10			
PO 10.	Relate personal information (e.g., identifies			B R	P	B	R	P	B	R	_		R
	self with name/sign, knows first and last		1	1 1	4	4	4	7	7	7	11	11	11
	name, telephone number, displays		2	2 2	5	5	5	8	8	8			
	identification card).		3	3 3	6	6	6	9	9	9			
								10	10	10			

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STANDARD 3: LISTENING AND SPEAKING		Comments	En	Emergent		Sup	por	ted	Functional			Independent		
FUNCTIONAL (Ages 3-21) LS-FS5 continued				See AST Score 1-3		See AST Score 4-6			See AST Score 7-10			See AST Score 11		
PO 11.	Demonstrate beginning problem solving, alternative solutions, or negotiation skills (e.g., if/what situations-"If we can't go to the video store now, can we go after dinner?")		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
LS-FS6. Listen and respond to stories, poems, nonfiction, and age-appropriate music.														
PO 1.	Attend to stories, television, videos, or games for 5-10 minutes.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 2.	Anticipate patterns in familiar stories (e.g., repeating phrases, rhyming).		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11
PO 3.	Answer simple questions related to familiar story (e.g., "Was there a dog in the story?" "What is the dog's name?").		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9	P 11	B 11	R 11
PO 4.	Relate personal experiences to story.		P 1 2 3	B 1 2 3	R 1 2 3	P 4 5 6	B 4 5 6	R 4 5 6	P 7 8 9 10	B 7 8 9 10	R 7 8 9 10	P 11	B 11	R 11

Student: SAIS Number:

STANDARD 3: LISTENING AND SPEAKING	Comments	Emergent	Supported	Functional	Independent		
FUNCTIONAL (Ages 3-21)		See AST	See AST	See AST	See AST		
		Score 1-3	Score 4-6	Score 7-10	Score 11		
LS-FS7. Participate in group discussions, activities,	or						
peer/adult interactions.							
PO 1. Participate during ongoing social		P B R	P B R	P B R	P B R		
interaction (e.g., comments; small talk on		1 1 1	4 4 4	7 7 7	11 11 11		
playground or in break room; or		$\begin{bmatrix} 2 & 2 & 2 \\ 3 & 3 & 3 \end{bmatrix}$	5 5 5	8 8 8			
acknowledging through nodding/smiling).		3 3 3	6 6 6	9 9 9			
				10 10 10			
PO 2. Converse for 2-3 turns (e.g., using rules of	Î	P B R	P B R	P B R	P B R		
conversing related to initiating conversati	on,	1 1 1	4 4 4	7 7 7	11 11 11		
wait time, turn taking, and maintaining		2 2 2	5 5 5	8 8 8			
topic of conversation).		3 3 3	6 6 6	9 9 9			
				10 10 10			
READINESS (Kindergarten)							
A. Tell or retell a personal experience or creative							
story in a logical sequence using various							
communication modes.							
B. Follow simple directions.							
C. Share ideas, information, opinions, questions,							
preferences, and interests.							
D. Listen and respond to stories, poems, and							
nonfiction.							
E. Participate in group discussions or							
peer/interactions.							